



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1507 West Shawnee Dr, Chandler, AZ 85224

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Rene Paschal
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-6
2004 Enrollment : 540
Web Address : www.mpsaz.org/pomeroy
Phone Number : (480) 472-3700
Fax Number : (480) 472-3767
E-mail : rpaschal@mpsaz.org

Mission

At Pomeroy, we are committed to educational excellence by building an environment for learning which heightens responsibility, enhances self-esteem and prepares students to be productive members of a rapidly changing world. Student achievement is our business!

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students will learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, non-fiction, classic and contemporary works. Students will read daily!
- ü Students will use reasoning, communication skills, and manipulatives to solve real-world math problems and to make connections within mathematics and and between mathematics and other disciplines. Emphasis will be on mastering math facts.
- ü Students will learn to write effectively for a variety of purposes. Students will write stories, narratives, personal and business letters. Students will learn Six Trait vocabulary.
- ü Students will explore their physical world through district provided science kits.

Enrollment

October 1, 2003 School Year Student Enrollment : 570
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 88

Instructional Programs

- Ü On-site Special Education (Resource)
- Ü Gifted - Off Site
- Ü Accelerated Reader 1st - 6th Grades
- Ü SEI Classes at All Grade Levels
- Ü Accelerated Math Grades 2-6
- Ü Strong Phonics
- Ü Science Kits at All Grade Levels
- Ü GUS Regular Education Behavior Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

As a school we assume responsibility for the academic achievement of our students. We provide a safe environment for students conducive to learning, academic success and social development. We frequently communicate goals, expectations and shared responsibilities to students and parents.

Parents

Pomeroy's parents contribute to their children's success by sending them to school ready to learn, well-nourished and well-rested. We also ask parents to promote regular, punctual attendance. Additionally, parents are asked to establish routine homework procedures with their children. Oversight of independent reading practice (AR) and grade level appropriate math fact memorization are two areas that work best with ongoing parental supervision.

Transportation Policy

Mesa Public Schools provides busing for all students living more than a mile from their assigned school. At Pomeroy, this applies to all students in our attendance area living west of Dobson Road. We do not provide transportation for students attending Pomeroy on Open Enrollment status.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü 6th Grade Student - National Math Award	2004
Ü Students Selected to the Mesa District Honor Band	2004
Ü Students Selected to the Mesa Youth Symphony	2004
Ü State Champion Battle of the Books Team	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	5651	75509	100	98	100	521	532	521	12	9	13	23	19	23	33	33	33	31	39	31
All Students (Prior Year)	73	5599	75372	99	98	100	532	536	523	5	5	9	22	18	25	37	38	36	36	39	30
Female	36	2784	37013	100	98	100	527	534	522	12	9	12	21	19	24	32	34	33	35	39	31
Male	48	2859	38430	100	98	99	516	531	521	13	10	14	26	19	22	34	32	33	28	38	31
African American	NC	218	3660	NC	98	99	NC	509	496	NC	17	24	NC	26	31	NC	32	28	NC	25	18
Hispanic	19	1862	30486	100	99	99	489	515	505	26	13	18	37	25	29	32	35	32	5	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	--	212	4075	--	98	100	--	504	486	--	19	28	--	28	34	--	31	26	--	23	12
White	61	3216	35192	98	98	99	533	544	534	7	6	8	19	15	19	36	32	35	39	46	39
Students with Disabilities	NC	599	9708	NC	100	100	NC	484	489	NC	35	32	NC	28	27	NC	21	24	NC	15	17
Students without Disabilities	75	5052	65801	99	98	98	522	537	525	12	7	11	23	18	23	33	34	34	32	41	33
Limited English Proficient Students	--	1053	16928	--	100	100	--	506	485	--	17	29	--	27	33	--	33	26	--	22	12
Migrant Students	--	37	750	--	--	--	--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	23	2909	36411	--	--	--	500	514	503	19	14	19	24	24	29	43	34	32	14	27	20
Non-Economically Disadvantaged	61	2742	39040	--	--	--	528	550	534	10	5	8	23	14	19	30	32	34	37	50	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	5641	75492	100	98	100	521	522	519	12	11	12	17	14	16	40	48	47	31	27	24
All Students (Prior Year)	73	5584	75221	99	98	100	532	528	523	1	5	8	10	12	16	63	59	56	26	23	21
Female	36	2785	37014	100	98	100	521	526	523	17	9	10	6	13	15	44	49	48	33	29	27
Male	48	2850	38400	100	98	99	521	518	516	8	13	14	25	16	17	38	48	47	29	24	21
African American	NC	218	3665	NC	98	99	NC	509	505	NC	14	20	NC	22	22	NC	53	43	NC	11	14
Hispanic	19	1851	30438	100	98	99	504	509	508	21	17	17	32	20	21	37	49	47	11	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	--	212	4081	--	98	100	--	505	498	--	20	25	--	22	26	--	45	40	--	13	8
White	61	3215	35177	98	98	99	529	530	528	7	7	8	11	11	13	43	48	49	39	34	31
Students with Disabilities	NC	589	9707	NC	98	100	NC	487	495	NC	43	33	NC	18	21	NC	30	33	NC	9	13
Students without Disabilities	75	5052	65785	99	98	98	524	525	522	8	7	10	17	14	16	43	50	49	32	28	26
Limited English Proficient Students	--	1047	16905	--	100	100	--	499	489	--	25	34	--	24	28	--	40	32	--	11	6
Migrant Students	--	37	763	--	--	--	--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	23	2904	36302	--	--	--	502	510	507	26	16	18	22	19	21	39	49	46	13	15	14
Non-Economically Disadvantaged	61	2737	39164	--	--	--	528	534	528	7	5	8	15	10	13	41	48	48	38	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	5611	75053	100	98	99	539	578	597	19	10	7	17	14	12	61	68	72	4	7	9
All Students (Prior Year)	72	5503	73654	97	97	99	527	530	530	0	7	9	19	12	13	78	77	70	3	5	7
Female	36	2774	36872	100	98	99	579	604	621	11	6	5	14	11	9	69	73	74	6	10	12
Male	48	2831	38109	100	97	99	509	552	573	25	14	10	19	17	14	54	64	69	2	4	6
African American	NC	216	3636	NC	97	99	NC	545	568	NC	15	12	NC	18	16	NC	62	67	NC	4	6
Hispanic	19	1847	30235	100	98	98	484	541	575	37	14	9	16	17	14	47	66	70	0	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	--	210	4044	--	97	99	--	548	550	--	15	13	--	16	17	--	65	66	--	3	4
White	61	3193	35028	98	97	99	560	599	613	13	8	6	15	12	10	67	70	73	5	10	11
Students with Disabilities	NC	588	9625	NC	98	100	NC	489	530	NC	33	21	NC	23	21	NC	42	55	NC	2	4
Students without Disabilities	75	5023	65428	99	98	98	550	587	604	15	8	6	17	13	11	65	71	73	3	8	10
Limited English Proficient Students	--	1044	16765	--	100	100	--	524	525	--	16	17	--	20	20	--	63	60	--	1	2
Migrant Students	--	36	752	--	--	--	--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	23	2890	36077	--	--	--	495	542	566	30	14	10	17	17	16	52	65	69	0	3	5
Non-Economically Disadvantaged	61	2721	38950	--	--	--	555	613	618	15	6	5	16	11	9	64	71	73	5	12	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	5809	76019	100	99	100	520	514	499	2	9	14	34	34	39	12	13	14	51	44	33
All Students (Prior Year)	98	5726	76230	100	98	100	520	517	498	3	6	12	30	31	38	13	13	12	54	50	37
Female	47	2821	37207	100	99	100	520	514	499	4	8	12	33	35	41	13	13	14	50	44	33
Male	37	2979	38677	100	99	100	521	515	498	0	11	15	36	32	38	11	13	13	53	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	16	1790	29458	100	99	100	517	490	480	0	15	20	29	48	48	29	11	12	43	26	20
Asian/Pacific Islander	NC	137	1673	NC	100	99	NC	533	531	NC	5	4	NC	31	29	NC	12	14	NC	52	53
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	476	466	NC	27	28	NC	41	49	NC	11	10	NC	21	13
White	55	3386	35880	100	98	100	522	529	515	4	5	7	36	26	32	9	14	16	51	55	45
Students with Disabilities	NC	619	9786	NC	100	100	NC	460	457	NC	40	39	NC	39	40	NC	7	7	NC	14	13
Students without Disabilities	78	5190	66233	100	98	99	525	519	503	0	6	11	33	33	39	13	14	14	54	47	35
Limited English Proficient Students	NC	972	15206	NC	100	100	NC	477	459	NC	20	31	NC	53	53	NC	10	7	NC	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	26	2753	35714				505	493	480	4	15	20	38	44	47	21	12	12	38	29	20
Non-Economically Disadvantaged	58	3056	40266				527	531	513	2	5	9	33	25	33	9	14	15	57	56	43

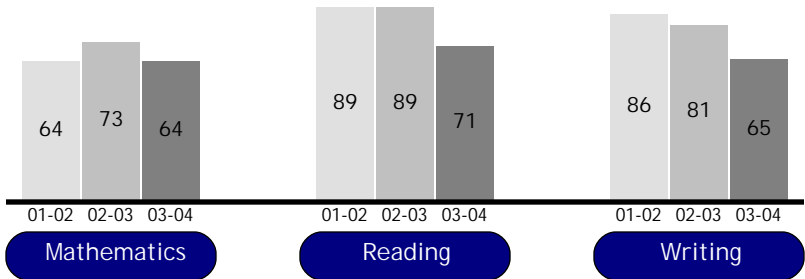
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	5803	76020	100	99	100	510	507	503	9	20	25	28	22	23	52	43	40	11	16	12
All Students (Prior Year)	97	5721	76202	100	98	100	511	510	505	11	11	19	18	21	24	58	53	46	13	14	11
Female	47	2820	37213	100	99	100	514	508	504	11	17	22	22	21	23	50	46	42	17	16	13
Male	37	2973	38666	100	99	100	505	505	501	6	22	29	36	22	22	56	41	38	3	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	16	1784	29442	100	99	99	504	496	494	21	33	37	14	26	26	64	34	31	0	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	20	20
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3
White	55	3386	35890	100	98	100	512	513	511	5	12	15	33	19	20	49	48	48	13	21	18
Students with Disabilities	NC	617	9784	NC	100	100	NC	487	485	NC	57	58	NC	18	19	NC	19	19	NC	6	4
Students without Disabilities	78	5186	66236	100	98	99	512	509	504	5	16	23	29	22	23	54	45	42	12	17	13
Limited English Proficient Students	NC	967	15198	NC	100	100	NC	490	483	NC	43	59	NC	28	25	NC	25	14	NC	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	26	2745	35703				501	497	494	17	31	37	29	26	26	46	36	31	8	8	6
Non-Economically Disadvantaged	58	3058	40274				514	514	509	5	11	17	28	18	20	55	49	47	12	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	5771	75673	100	98	100	566	530	530	7	15	12	18	25	25	65	56	58	10	5	4
All Students (Prior Year)	95	5622	74692	99	96	99	514	510	502	6	12	18	28	26	27	59	53	47	7	9	8
Female	47	2805	37099	100	98	100	590	549	548	4	10	8	17	22	22	63	62	64	15	6	6
Male	37	2956	38441	100	98	99	536	511	513	11	19	16	19	27	29	67	50	52	3	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	16	1776	29305	100	99	99	549	495	507	14	21	16	14	33	31	71	44	51	0	2	2
Asian/Pacific Islander	NC	135	1665	NC	100	99	NC	561	573	NC	7	6	NC	16	16	NC	68	67	NC	9	10
American Indian/Alaskan Native	NC	261	4707	NC	99	100	NC	486	492	NC	23	19	NC	33	33	NC	43	46	NC	1	1
White	55	3366	35760	100	98	99	571	549	550	7	11	9	18	20	21	62	62	64	13	7	6
Students with Disabilities	NC	605	9706	NC	100	100	NC	444	462	NC	48	36	NC	24	32	NC	25	31	NC	2	1
Students without Disabilities	78	5166	65967	100	98	99	575	537	536	7	12	10	17	25	25	66	59	60	11	5	5
Limited English Proficient Students	NC	961	15115	NC	100	100	NC	475	471	NC	28	26	NC	38	38	NC	34	35	NC	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	26	2731	35541				563	500	504	0	20	17	33	31	31	58	47	50	8	2	2
Non-Economically Disadvantaged	58	3040	40091				568	553	550	10	10	9	12	19	21	67	63	64	10	7	6

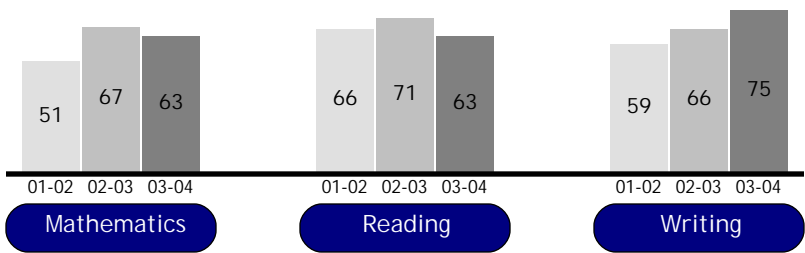
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	54	51	44	99	65	61	50	96	54	NA	58
	Language	99	37	42	39	100	51	49	43	99	35	53	50
	Mathematics	99	65	57	52	100	69	67	57	99	58	71	64
3	Reading	98	59	50	43	99	63	57	47	100	64	NA	55
	Language	98	61	53	50	100	68	61	54	99	63	63	61
	Mathematics	98	61	55	50	100	57	64	54	98	57	66	61
4	Reading	100	58	51	47	98	69	62	52	99	60	NA	56
	Language	100	50	47	45	100	56	54	48	100	47	55	52
	Mathematics	99	57	59	52	99	61	68	57	100	56	68	61
5	Reading	100	52	51	46	99	64	59	50	98	64	NA	55
	Language	100	42	45	43	99	55	53	46	99	58	55	49
	Mathematics	99	64	63	54	98	72	68	57	99	66	71	63
6	Reading	100	65	56	49	99	64	62	53	93	71	NA	56
	Language	100	54	47	42	99	56	53	45	97	63	55	48
	Mathematics	100	83	71	58	100	77	75	62	97	78	76	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Pomeroy Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Emergency Plans
- Ü Preparation of Parent/Student Handbook
- Ü Proposition 301 Funds
- Ü ECA Accounts
- Ü Parent Involvement
- Ü School Calendar Proposals

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	2.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	0	0	0	0
10 or more years	4	23	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	19
Core academic classes taught by Highly Qualified (NCLB) teachers.	48
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü PC Lab
- Ü Indoor Recess Game Room
- Ü Computerized Library Management
- Ü Garden and Covered Outdoor Learning Area

Extracurricular Activities

- Ü In - School Orchestra - Grades 4,5 & 6
- Ü After School Choir Grades 3-6
- Ü In-School Band - Grades 5 & 6
- Ü Jump Rope Club
- Ü Competitive Basketball - 6th Grade
- Ü Intramural Basketball - Coed Grades 4-6

Social Services

- Ü Lunch Program
- Ü After School Childcare on Site
- Ü Health Services
- Ü Preschool

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

Ü As a school we met our student achievement and customer satisfaction goals for the 2003-04 school year.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	2	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	63	47
Grades 3-4	79	69
Grades 4-5	54	79
Grades 5-6	76	81

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have created new parking lot drop-off and pick-up procedures to maximize student safety. We have recently implemented a Safety Patrol Program to help ensure a safe environment and provide leadership opportunities for our older students.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Rene Paschal	(480) 472-3700
Transportation Policy	Community Relations	(480) 472-7201
Community Resources	Valinda Miller	(480) 472-3752
School Nutrition Programs	Lynette Smith	(480) 472-3763
Parent Organization	Mike Nichols, PTO President	(480) 472-3726
Student Health/Nurse	Heidi Maxson	(480) 472-3764

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.